

## 24 movement standards for Third Grade

In first and second grade, we can observe the child reshaping, slowly working to change his or her kindergarten presence to a form more fitting for life ahead. In first grade, many students will still lack fine motor control of eye movement, may still exhibit some ambidexterity and other early-childhood movement patterns, and should still be quite satisfied with imaginative free play. Almost but not yet completely outgrown, is the softness and head-to-trunk proportions we see in the toddler.

Third grade (9 years old) should mark the change to a new, more individualized, presence; and a new readiness for academics. The following movements will help to promote and consolidate this important shift in developmental readiness.

### DEFINITES

1. All forms of individual jumping rope: frontwards, backwards, cross-rope. Double-dutch with partners (jumping and turning).
2. Seven-up/ballie on the wallie progression: a) two hands b) right hand c) other hand d) crossie e) under leggie f) spinnie ... then all of the above with a clap, nose touch, etc.
3. Copper rods: passing with a partner, counting to 3's tables; pencil, palmar and crocodile grip; twirling; pepper and salt. Optional - rod twirl while 'juggling' one ball with other hand. (See "Waking up to Learning with the Copper Rod Exercises")
4. Cross skipping (skipping while slapping the opposite knee).
5. Body geography - able to complete a sequence with three crossing or varying-side instructions, e.g. touch left knee with right hand, then hair with left hand, then right ear with left pinkie. See Extra Lesson.
6. Legible writing with feet: a block or stick crayon held between toes, with a large sheet of paper taped to the floor.
7. Balance on one foot with eyes closed and count backwards from 12.
8. Pencil grip (with thumb and pointer opposed, three other fingers behind).
9. Correct posture while seated, for all work.
10. Movement independence between arms, e.g. able to raise both arms overhead, then continuously swing one arm clockwise and the other counterclockwise; or to toss a ball with one hand and snap the other fingers.
11. Able to write out the alphabet while speaking

### POINTERS FROM "THE EXTRA LESSON"

1. Above-below ball tosses (with one ball; with two balls) - maintaining direction.
2. Left-right ball tossing; able to switch direction.
3. Cross-step ball bounce.
4. Cubes between fingers; marbles between toes.
5. Ball twirling - able to maintain movement with all 3 balls while speaking.
6. Moving straight line and lemniscate drawing.
7. Mirror form drawings.

### POINTERS FROM 'TAKE TIME'

1. Timing and Rhythm - able to march and clap, maintain circle activities
2. Direction and Goal - able to complete a sequence of steps with sides given. See #8 above also.
3. Spatial Orientation - ask Eurythmy teacher.
4. Sequencing - an 8 year old should know the seasons, and the months of the year in order; and be able to count by twos backwards from 24 while jumping rope.
5. Fine Motor Control - carefully observe speech, writing and reading (for reading, if child tires easily or seems to strain).
6. Laterality - earlier-stage ambidexterity, if any, has been resolved; reversals no longer frequent.